

**Institute for Curriculum Services (ICS) Review of
 “The Cold War, Lesson #2: Decolonization”
 History Blueprint, California History Social Science Project (CHSSP)
 Excerpted in the 2014-2016 2nd Draft of
History-Social Science Framework for California Public Schools
 February 2016**

General Comments:

In January 2016, the Institute for Curriculum Services (ICS) submitted its main comments on the second draft of the *History-Social Science Framework for California Public Schools*, approved by the Instructional Quality Commission for its second review on November 20, 2015. [See the following website for links to the chapters:

<http://www.cde.ca.gov/ci/hs/cf/hssf2ndreview.asp>].

This review covers both a lesson excerpted within the 2nd Draft of the *History-Social Science Framework for California Public Schools*, and the external lesson itself. The lesson is “Unit 2 The Cold War, Lesson #2: Decolonization,” which is Unit 2 of the History Blueprint, California History Social Science Project (CHSSP) whose members created this curriculum.

ICS recommends that references to this lesson on Decolonization be deleted from the California History-Social Science (HSS) Framework because it contains errors, misleading information, biases, and very serious omissions. Unlike other lessons from CHSSP, which are well-conceived and well-executed, including the History Blueprint unit “Sites of Encounter in the Medieval World”, this unit is, unfortunately, sub par, and thus ill-suited to the HSS Framework for California Public Schools.

The problems with this lesson include that it: omits only Israel from its coverage of the Suez Crisis in a seemingly politically-motivated exclusion; uses Egypt, a country in the Soviet sphere, as an example of a non-aligned country; erroneously labels its maps; presents biased and inaccurate background on Israel; and uses sloppy, idiosyncratic and problematic terminology.

ICS asks that the sample lesson excerpted in the HSS Framework be deleted from the Framework, and that all links to it be removed. Details supporting this recommendation are provided below.

ICS sincerely thanks the History-Social Science Subject Matter Committee (SMC) of the Instructional Quality Commission for its consideration of ICS’s suggested changes.

Navigation Notes:

For the lesson on Decolonization, see <http://chssp.ucdavis.edu/cww2-decolonization-with-cuba-1.pdf> For the entire Cold War Unit, see <http://chssp.ucdavis.edu/programs/historyblueprint/coldwar>

This lesson on Decolonization is excerpted in Chapter 15: Grade Ten, page 477, line 1077, in the second draft of the *History-Social Science Framework for California Public Schools*, approved by the Instructional Quality Commission for its second review on November 20, 2015. See the following website for link: <http://www.cde.ca.gov/ci/hs/cf/hssf2ndreview.asp>.

Note on Formatting:

Add or **Change** indicates a proposed edit of the text of the Framework.

~~Single strikethrough~~ indicates a deletion proposed by ICS.

Single underline indicates an addition proposed by ICS.

Summary of this lesson's problematic content:

Only Israel Omitted from Lesson's Coverage of Suez Crisis

History Blueprint, Lesson #2: Decolonization, pages 51-65, seven position papers.

In the "mock Suez Canal Conference" Israel is inexplicably omitted from the list of countries whose position on the crisis should be represented by students. In fact, Israel was an active player and is listed as such in every standard account of this conflict.¹ It is unclear why Indonesia is included in the list after France and Britain and has a position paper, while Israel is omitted. This error is, unfortunately, not the only one in the lesson.

"CWW2.9 The Suez Canal Crisis Conference" (excerpted at length in the HSS Framework) fails to include a position paper representing Israel, provides no Israeli primary sources, and gives no summary of the goals of Israeli involvement in the Suez Crisis. The unit provides background and position papers for the U.S., the U.S.S.R., Great Britain, France, Egypt, Indonesia, and even Pakistan, but not Israel. As noted above, Israel was one of the four countries directly involved in this conflict, in addition to Egypt, France, and Great Britain.

Of the 81 pages of this lesson, 33 pages are devoted to the Suez Crisis and the mock conference, yet there is not one sentence about why Israel was involved, and only one error-filled paragraph of background on Israel.

This resource's exclusion of Israel is inconsistent with the history of this event and seems to reflect a political position rather than historical reality. This betrays a poor pedagogical strategy, harms student understanding, and impairs learning.

If the California HSS Framework retains this sample lesson, then, at a minimum, it should be modified to provide an accurate picture and the positions of all of the parties to the Suez Crisis of 1956 should be represented, both in the sample lesson within the Framework, and in the lesson in the link provided. That said, this is far from the only problem in this unit, so ICS maintains that the lesson should be thoroughly rewritten or replaced.

If the CHSSP were to revise the lesson, and create a position paper for Israel, ample Israeli primary sources are available in English. ICS would be happy to work with the SMC of the IQC, or the CHSSP to suggest improvements that would make this a complete and accurate lesson.

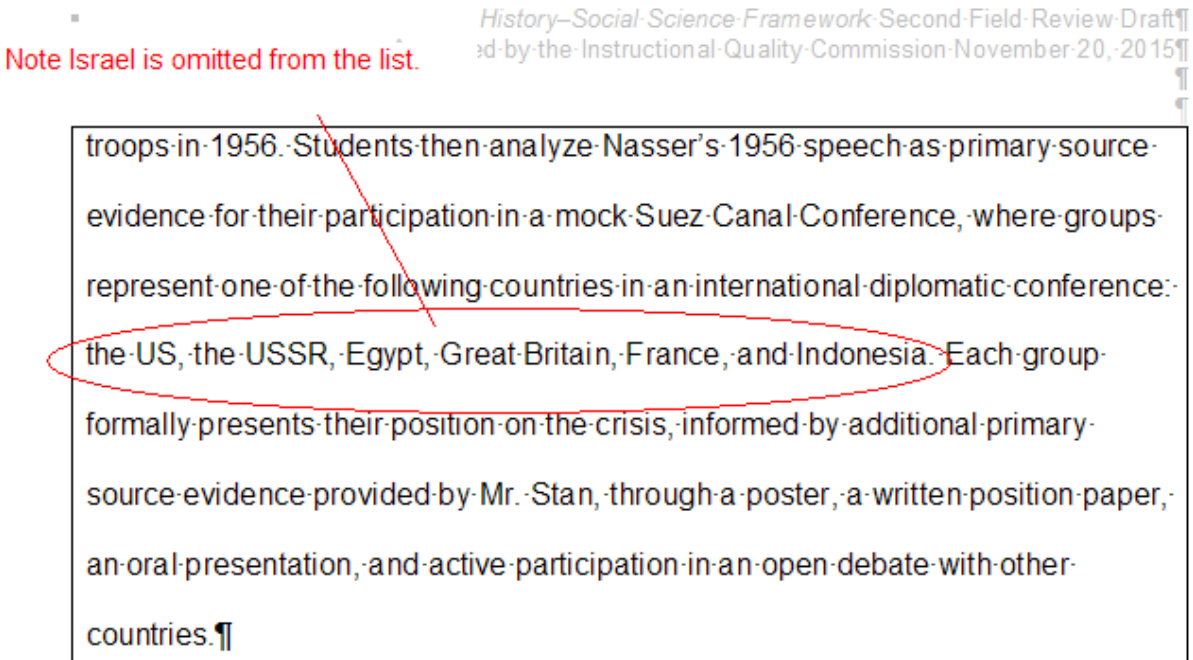
The excerpt from the lesson contained in the Framework also omits Israel from its coverage of the Suez Crisis, as shown in the screenshot of an excerpt from the Framework presented on the next page.

¹ See any history of the Suez Crisis of 1956. For example, see: <https://history.state.gov/milestones/1953-1960/suez> and <http://www.bodley.ox.ac.uk/dept/scwmss/projects/suez/suez.html> (accessed 2/22/16).

Framework's Summary of Lesson Omits Israel in Coverage of Suez Crisis

Framework's CA History-Social Science Framework, Chapter 15: Grade Ten, hssfw-chapter15.doc, page 477, line 1077, "Grade Ten Classroom Example: Why and How was the Cold War Fought?"

Below is a screenshot of p. 477 containing the excerpt of the lesson on the Suez Crisis in the California HSS Framework.



Israel should be included in this list as a major player in this conflict. In the excerpt in the California HSS Framework in the "mock Suez Canal Conference," Israel is *not* included on the list of countries whose position on the crisis should be represented by students, even though Israel was an active player, as detailed in all standard accounts of the conflict. Israel responded to stop attacks on its territory by Egypt and in order to regain access for Israeli shipping in the Gulf of Aqaba, the Straits of Tiran, and the Suez Canal. It is unclear why Indonesia is included in the Framework list, but Israel is omitted.

If the California HSS Framework does continue to include this sample lesson, then all of the parties to the Suez Crisis of 1956 should be represented. Israel should be added to the list of countries represented by groups of students, and a position paper for them to use should be added to the lesson. ICS can assist in the preparation of such a position paper.

Add: "... and the invasion of Egypt by British, French, and Israeli troops in 1956. Students then analyze Nasser's 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, **Israel**, and Indonesia. Each group formally presents their position on the crisis, informed by additional primary source evidence provided by Mr. Stan, through a poster, a written position paper, an oral presentation, and active participation in an open debate with other countries." *[The suggested addition is highlighted to make it easier to see.]*

Blueprint Uses Country in Soviet Sphere as Example of Non-Aligned Country

History Blueprint, Lesson #2: Decolonization, pages 44-50.

This section is trying to provide an example of the “Third Way,” which it uses as a term for the desire of a developing country to not be aligned with either the U.S. or the U.S.S.R. during the Cold War. It is questionable to use as an example of the “Third Way” a 1956 speech by Egypt’s Gamal Abd al-Nasser, when in 1955 Nasser’s Egypt became a Soviet client state after a multi-million dollar deal of Soviet arms supplied through Czechoslovakia.

ICS recommends this misleading example be deleted. The text itself notes on page 41 that “In 1955, Nasser approached the Soviet Union for weapons, and arranged to buy \$200 million worth of Soviet equipment from Czechoslovakia.” And on page 56, the text itself asserts “The Soviets were the major suppliers of weapons to Egypt during and after the Suez Crisis.” This is hardly non-aligned and despite a nice speech, not a “third way” in the Cold War. It misleads students into thinking Nasser was truly an advocate of a non-aggressive, non-aligned third way when his actions speak to the contrary. A different example of a non-aligned country should be selected.

Inconsistent, Idiosyncratic, and Problematic Terminology Employed in the Lesson

History Blueprint, Lesson #2: Decolonization, pages 26, 30, and 31.

The lesson uses four terms in a confusing manner and does not define them clearly: “Third World,” Third Way,” Third World Order,” and “Three World Order.”

The most common way to describe the countries of the developing world during the Cold War is the “Third World.” This term is applied in contrast to the wealthier and more powerful “First World” countries. Another term, “Third Way,” describes countries that did not want to align with either the United States or with the Soviet Union; hence, they were referred to as non-aligned countries. These two terms are in common use and, if defined and used correctly, are useful.

However, when the lesson uses the idiosyncratic and unfamiliar term, “Third World Order,” it confuses students, conflates the two different ideas of non-alignment and developing countries and, in so doing, coins a new nonsensical term. It seems to be building on the term “New World Order,” used by both Woodrow Wilson and Winston Churchill to describe the changed state of affairs after WWI and WWII respectively. Both statesmen used the term to talk about how the post-war balance of power had changed, resulting in a new world order dominating world affairs. However, the lesson’s newly coined term, “Third World Order,” seems to imply the opposite of what is usually meant when Third World is used. In the usual usage, the developed countries of the First World dominate the countries of the Third World militarily and economically. This odd term, the “Third World Order,” seems to have the poor, developing countries in charge, with domination by the Third World, which presumably is the opposite of what was intended by the creators of the terminology in this lesson.

A Google search of “Third World Order” reveals references to a musical band and to a number of conspiracy theories, but not to academic papers or educational lessons. The term “Third World Order” is not in common use, either in high school history or in academia. Both “Third World” and “Third Way” are, in contrast, commonly used terms. This strange conflation of two terms, “Third World” with “New World Order,” is yet another example of the sloppy scholarship in this lesson. “Three World Order” is also used in the lesson, further confusing the terminology for students. Additionally, there is not actually a group or order or organization that

can be called “Third World Order.” Telling students that there are three world orders is inaccurate and confusing.

Please note that the applicable standards (CA HSS Content Standards: 10.9.2 - 6) do not use any of these terms.

Inconsistent, Idiosyncratic, and Problematic Terminology Employed in the Framework

CA History-Social Science Framework, Chapter 15: Grade Ten, hssfw-chapter15.doc, pages 476-478, line 1077, “Grade Ten Classroom Example: Why and How was the Cold War Fought?”

Change:

Grade Ten Classroom Example: Why and How was the Cold War Fought?

Mr. Stan’s tenth grade world history class is studying the historical movement known as decolonization as part of their Cold War studies. In his initial discussion with students, Mr. Stan emphasizes that the end of colonial empires was not caused by the Cold War, but that former colonies frequently became entangled in the dispute between East and West. He also introduces a two new terms, Third World and Third Way Order, before asking students to write down their focus question for this unit, “**What was the Third Way?**”

Using short secondary source selections from *The History Blueprint’s* Decolonization chapter, Mr. Stan has students first read and then discuss in groups historical background on imperialism in the nineteenth century, efforts to secure colonial independence, the fate of colonies in World War II, nationalism movements, and interactions between former colonies and the US and the Soviet Union. Students also study maps that highlight the three groups of countries ~~world orders~~, and misalignment between political, religious, and ethnic borders.

Mr. Stan next asks his students to work in groups of two or three to analyze, in detail, demographic, health, education, and economic information about countries from each of the three groups of countries ~~world orders~~ in 1960 in order to help them better understand the distinction between them ~~three world orders~~.

Mr. Stan’s students use that analysis, plus a graphic organizer, to help them read and discuss two primary sources that specifically address the focus question, “What is the Third Way?” an excerpt from *The Wretched of the Earth* by Frantz Fanon, and a 1956 address by Jawaharlal Nehru. Students read both documents carefully, and working in pairs, take note of the author and his perspective, identify specific goals within each document, and define their impression of the author’s definition of the Third Way. Finally, students define Third Way in their own words, both orally and in writing.

Next, students apply their working definitions of Third Way by studying Egypt’s Gamal Abd al-Nasser’s decision to nationalize the Suez Canal in-depth. Students read and discuss the historical background of the Canal, starting with its development in the nineteenth century, Egypt as a British protectorate, Nasser’s revolution, and the invasion of Egypt by British, French, and Israeli troops in 1956. Students then analyze Nasser’s 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, Israel and Indonesia. Each group formally presents their position on the crisis, informed by additional primary source evidence provided by Mr. Stan, through a poster, a written position paper, an oral presentation, and active participation in an open debate with

other countries.

Source: This classroom example is a summarized version of the “Decolonization” lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of the University of California, Davis Campus. The History Blueprint is a free curriculum developed by the California History-Social Science Project (<http://chssp.ucdavis.edu>), designed to increase student literacy and understanding of history. Three units are available for free download from the CHSSP’s website, including The Cold War, a comprehensive Standards-aligned unit for tenth and eleventh grade teachers that combines carefully selected and excerpted primary sources, original content, and substantive support for student literacy development. For more information or to download the curriculum, visit: <http://chssp.ucdavis.edu/programs/historyblueprint>.

This activity should start with a definition of the same term used in the focus question, not a different one, and consistent terminology should be used throughout. Here, the first paragraph of the HSS Framework’s excerpt of this lesson states that the teacher “introduces a new term, **Third World Order**, before asking students to write down their focus question for this unit, **‘What was the Third Way?’**” (p.476, line 1077). This is very confusing for students.

The excerpt goes on to discuss the “Third World Order,” although there is not actually a group or order or organization that can be called “Third World Order.” Is the term intended to describe non-alignment or development, or both together? If it is coining a new term that covers both non-alignment and development, then it should be explicit.

As noted above, the applicable standards (CA HSS Content Standards: 10.9.2 - 6) do not use any of these terms.

ICS urges the committee to either delete the lesson excerpt and its link, or to work with the authors of the lesson to correct its major flaws. ICS would be happy to assist the SMC or the CHSSP with this.

Use of Erroneous Labeling in Maps

History Blueprint, Lesson #2: Decolonization, page 15 and page 40, CWW2.2.4 Decolonization through Maps (Decolonization in Asia and Middle East), map labeled Decolonization in Asia and the Middle East.”

The date of independence for Lebanon is incorrectly labeled 1946. The correct year was 1943.

Also on page 15, the 1948 map showing the date that the State of Israel became independent is incorrectly labeled “Israel/Palestine.” It is inappropriate for the authors of a curriculum to change the name of a country to make a political argument. The name of the country that declared independence in 1948 was the State of Israel.

The UN Partition plan only mentioned a Jewish state and an Arab state and did not specify any future names. On page 40, a map of the United Nations Partition Plan is erroneously labeled “Palestine.” From 1920-1948, the official name for the area was the “British Mandate for Palestine,” or more informally the “Palestine Mandate.” From the period after May 1948, when Israel became independent, it should be labeled Israel, just as other countries are identified by name after their independence.

Biased and Inaccurate Background on Israel Presented

History Blueprint, Lesson #2: Decolonization, pages 39-40, “CWW2.6 The Suez Canal.”

“Israel:

At the same time that the Egyptian nationalists were trying to get rid of British colonialism in Egypt, another colonial and nationalist conflict was growing in the country next door, the British mandate of Palestine. Jews believe that the area that is today Israel/Palestine was given to their ancestors, Abraham and Moses, by God. Most Jews did not live in that land, however, but instead lived in Europe and the United States. As demonstrations and riots against Jews increased in Eastern Europe in late 1800s, some Jewish leaders started a movement, called Zionism, to create a Jewish homeland in Palestine. Zionists campaigned for this homeland throughout the early 20th century, and many moved to Palestine. The Palestinians, people belonging to the Arab ethnic group who lived in Palestine, believed that the area was their homeland as well. These two competing claims for the same land caused huge conflicts and growing intolerance. After the Holocaust in World War II, the US and other Western nations thought that the Jews deserved a homeland of their own, but the Egyptians and other Arabs thought that the Palestinians deserved to keep the land. To the Egyptians and other Arabs, the Jews were not natives of the Middle East, but instead white colonists from Europe. Many Arabs thought that the US and other Western nations were setting up a new colony on Arab land. In 1947, the newly-formed United Nations divided British mandate of Palestine into a Jewish state and an Arab state, and in 1948 Jewish leaders proclaimed the state of Israel. War immediately broke out between Israel and its Arab neighbors, Egypt, Jordan, Syria, and Lebanon. Israel won the war and imposed an embarrassing defeat on its Arab neighbors, including Egypt.

Questions:

1. Who were the two groups fighting over Israel/Palestine?
2. Which superpower supported Israel? Why?
3. Why did the Egyptians care about the Jewish state in Israel?”

This one paragraph is error-ridden and extremely one-sided. Some of these errors are explained here.

- The use of names in this section is not accurate. On pages 39 and 40, the text refers to the region as “Palestine” five times. The official name of the region from 1920 to 1948 was the “British Mandate for Palestine,” often shortened to Mandate for Palestine or Palestine Mandate. Repeatedly referring to the area as “Palestine” is misleading, given the current political climate, as students would wrongly conclude that there was then an existing distinct political entity (country). By using British Mandate for Palestine, or Palestine Mandate for short, the Blueprint can help students avoid confusion with contemporary politics and help students understand the term as it was used historically.
- The following sentence takes an extreme position and makes it appear as if all Jews past and present hold this assertion, setting up a straw man argument that students will criticize: “Jews believe that the area that is today Israel/Palestine was given to their ancestors, Abraham and Moses, by God.” Instead, the text should state the actual historical and religious connections to the land of Israel detailed in the next two bullet points.
 - A more balanced explanation of the *historical* connection of the Jewish people to the land of Israel would be as follows: The roots of the Jewish people emerged in

the land of Israel in the period from about 1200 BCE to 135 CE. During a thousand years of continuous residence in the land of Israel, the Jewish religion, culture, and Hebrew language developed.

- A more accurate assertion about the Jewish *religious* connection to the land of Israel would be as follows: During their two thousand years as a minority in the land of Israel and in the Diaspora after 135 CE, Jews maintained their culture by focusing on the Torah, Jewish teachings, and hopes for the eventual return to the land of Israel as a people. For the last two thousand years, Jews around the world have continued to face toward Jerusalem, the site of the holy Temple, for thrice-daily prayer. Jews praying in Jerusalem face the direction of the Temple Mount. Jerusalem is mentioned numerous times in Jewish daily prayers and in the "Grace After Meals." Jews close the Passover Seder with the words "Next Year in Jerusalem." These same words are invoked to conclude the holiest day of the Jewish year, Yom Kippur. The land of Israel is inextricably bound up with Jewish history, religion, and culture from its origins to the present day.
- It is false to assert that during the rise of Egyptian nationalism, which resulted in the 1952 Egyptian revolution that overthrew the monarchy and in which Nasser came to power, that "most Jews did not live in that land, however, but instead lived in Europe and the United States." Post-Holocaust, i.e., after 1945, and after the expulsion of Jews from the lands in the Middle East and North Africa by the mid-1950s, most Jews did not live in Europe and the U.S., but in Israel.
- The paragraph uses the term Palestinians in reference to the Mandate period. The Arabs of the Palestine Mandate were not yet calling themselves Palestinians as a people separate from the Arabs of the region. This reality was reflected in the partition plan, which did not call for a Jewish state and a Palestinian state, but rather a Jewish state and an Arab state. At the time, the term "Palestinian" referred to all inhabitants of the land and did not have the distinctly national connotation that it later came to have. Indeed, Jews living in the Mandate called themselves, and were referred to as, Palestinians.
- It is inaccurate to call Jews "white colonists from Europe" when approximately half of Israel's Jewish population is of Middle Eastern and North African origin, and non-white. Jews fleeing Europe, North Africa and the Middle East did not move to the land of Israel to colonize it on behalf of European nations and/or send resources back to Europe.
- No definition of either colonialism or decolonization is given in this 80-page lesson on decolonization, nor are they defined elsewhere in the 303-page unit on the Cold War. Colonialism is the practice of a wealthy or powerful country extending its political and military control over another country, exploiting it economically on behalf of the colonizing nation, sending resources back to that developed country, while colonizing it with their people. Jews who fled persecution in Europe, or were expelled from Middle Eastern countries, did not settle in Israel on behalf of their countries of origin. It is incorrect and inflammatory to apply the term "colonial" to Israel.
- During the Mandate period, both the Jewish and Arab communities wanted the British to leave, thus both were anti-colonial. Both the Jewish and Arab communities wanted a nation, thus both were nationalists. Prior to 1948, the Jews of the Mandate were poor, refugees and Holocaust survivors, living under British political and military control. Thus, during the Mandate period, the Arab-Israeli conflict was not one of colonialists versus nationalists.

- After Israeli independence in 1948, the State of Israel had no connection to the former colonial power Great Britain. The new state absorbed more than 800,000 refugees from North Africa and the Middle East, and was very weak economically for decades. Israel faced existential threats in 1948, 1967, and 1973 from countries on its borders, and ongoing violence and threats from other countries in the region. Far from being an imperial or colonial regional power, it was continually endangered.
- In 1947, all the member countries of the United Nations General Assembly voted to partition the British Mandate for Palestine into two states, Arab and Jewish. The Arabs rejected the U.N. partition, whereas the Jews accepted it and established Israel legally on the territory that contained a Jewish majority. The summary fails to include these basic facts.
- War did not just “break out;” five Arab armies attacked the new nation in 1948, including Iraq, which is omitted from the list.
- The fact that this summary states “Israel imposed an embarrassing defeat on its Arab neighbors, including Egypt” shows that the text is speaking from the Arab point of view without naming it as such. This is neither objective nor scholarly. From Israel’s point of view, the defeat of the five Arab armies was not embarrassing, but rather a near-miraculous victory against tremendous odds in a fight for survival. An objective account of the history would read: “Israel won the war and defeated the five Arab states, including Egypt, all of which sought its destruction.”
- This summary fails to use the term Arab-Israeli conflict, and instead seems to frame the conflict more narrowly with its repeated references to Palestine and Palestinians. As the historical account shows, the conflict is much broader and involves Egypt, Syria, Lebanon, Jordan, Iraq, clients of Iran (including Hezbollah and Hamas), and also a number of Palestinian organizations and the State of Israel. These parties have been involved in wars, violence, and conflicts with Israel for more than 60 years with the goal of eliminating it from the region. When the text frames the conflict as only between Palestinians and Israelis, it ignores the role of other state and regional actors.
- The summary has serious omissions concerning the series of wars in 1948, 1956, 1967, and 1973 with the Arab counties bordering Israel, or the later wars, rocket attacks, hijackings, suicide bombings, and other acts of aggression against Israel, which might be referenced in even a short background piece.

Israel Omitted from Chart of 33 Countries

History Blueprint, Lesson #2: Decolonization, pages 23-24, CWW2.3.2 Analyzing Country Statistics (1960 GDP & Population).

There are 33 countries listed and Israel is not included, though at the time it was a developing third world country.

ICS respectfully asks the History-Social Science Subject Matter Committee of the Instructional Quality Commission to delete this excerpted sample lesson from the HSS Framework, and to remove all links to it because of its errors, omissions, and poor scholarship.